‘Celebrating Impact, Inspiring Change, Shaping the Future’
AFA Conference
7th October 2026

HILLINGDON
LONDON

Brunel University of London



Bathroom



Fire alarm



Breaks

Agenda

Celebrating Impact, inspiring change, Shaping the Future’

- Welcome and closer working – Michael Hawkins and Anne Chappell
- LBH – Data outcome 25-26 and associated questions
- Coffee
- The Role of Dialogic Talk in English Teaching – David Reedy
- The LBH and partners development offer 26-27
- Lunch
- The Transition Framework and next steps
- AOB and questions
- Close 2.30pm

HILLINGDON
LONDON

Michael Hawkins

Head of Education

London Borough Of Hillingdon



HILLINGDON

LONDON

Anne Chappell

Head of the Department of Education

Brunel University



HILLINGDON

LONDON

Brunel University of London

Welcome!



Brunel University of London 60
Innovating Since 1966

Brunel University of London

1800s

1817
Borough Road College



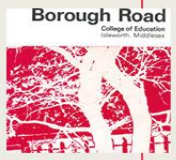
1878
Teacher's Training Registration Society College, Bishopsgate

1881-1899
Chiswick School of Arts and Crafts



1889-1976
Acton and Chiswick Polytechnic

1889-1976
Borough Road College



1886
Maria Grey College

1700s

1798
Joseph Lancaster's School, Southwark



1900s

1907-1919
Shoreditch Technical Institute

1919-1964
Shoreditch Training College

1928-1957
Acton Technical College

1957-1962
Brunel College of Technology

1962-1966
Brunel College of Advanced Technology

1964-1980
Shoreditch College of Education

1966
Brunel University

1976-1995
West London Institute of Higher Education

1980
London School of Occupational Therapy

1981
Ballet Rambert School

1986
WMHU School of Physiotherapy

1991
SMH School of Physiotherapy

1995-1997
Brunel University College







2000s

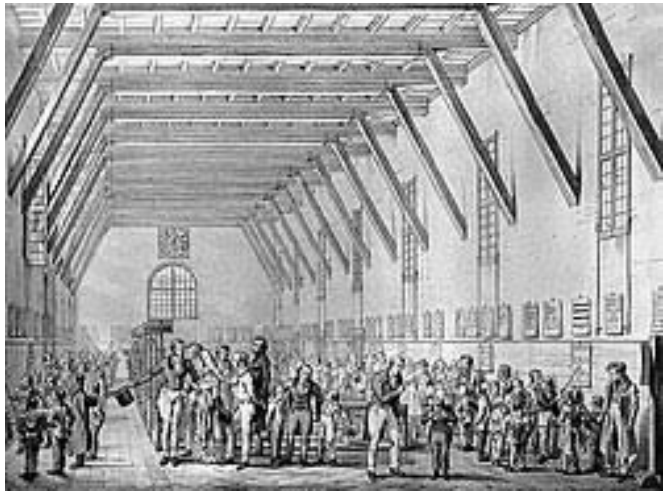
2014
Brunel University London



2021
Brunel Medical School opens



2024
Becomes Brunel University of London



Department of Education

Established 1798

Department of Education

Education, Identities and Society (EIS) Research Group

Brunel University of London



Media, Arts and Culture in Education (MACE) Research Group

Brunel University of London



Science Technology, Engineering and Mathematics (STEM) Education

Brunel University of London



Brunel University of London



Save the Date!

Education Public Event 2027
Wednesday 30th June 1630-1930

Belonging, mattering and becoming: conversations on inclusive education


Brunel
University
of London

Pause and reflect - Your thoughts



HILLINGDON
LONDON

AfA Programme 2026-27 Register of Interest Form

LBH Outcome Data 2026

HILLINGDON
LONDON

EYFS GLD			
LBH 25-26	National	Regional	Trend
73.3%	72.3%	74.0%	+1.9%

Further work around Boys eligible for PPG.

HILLINGDON
LONDON

Year 1 Phonics			
LBH 25-26	National	Regional	Trend
84.1%	81.8%	83.5%	+2.6%
Reading Champions Schools			+3.0%

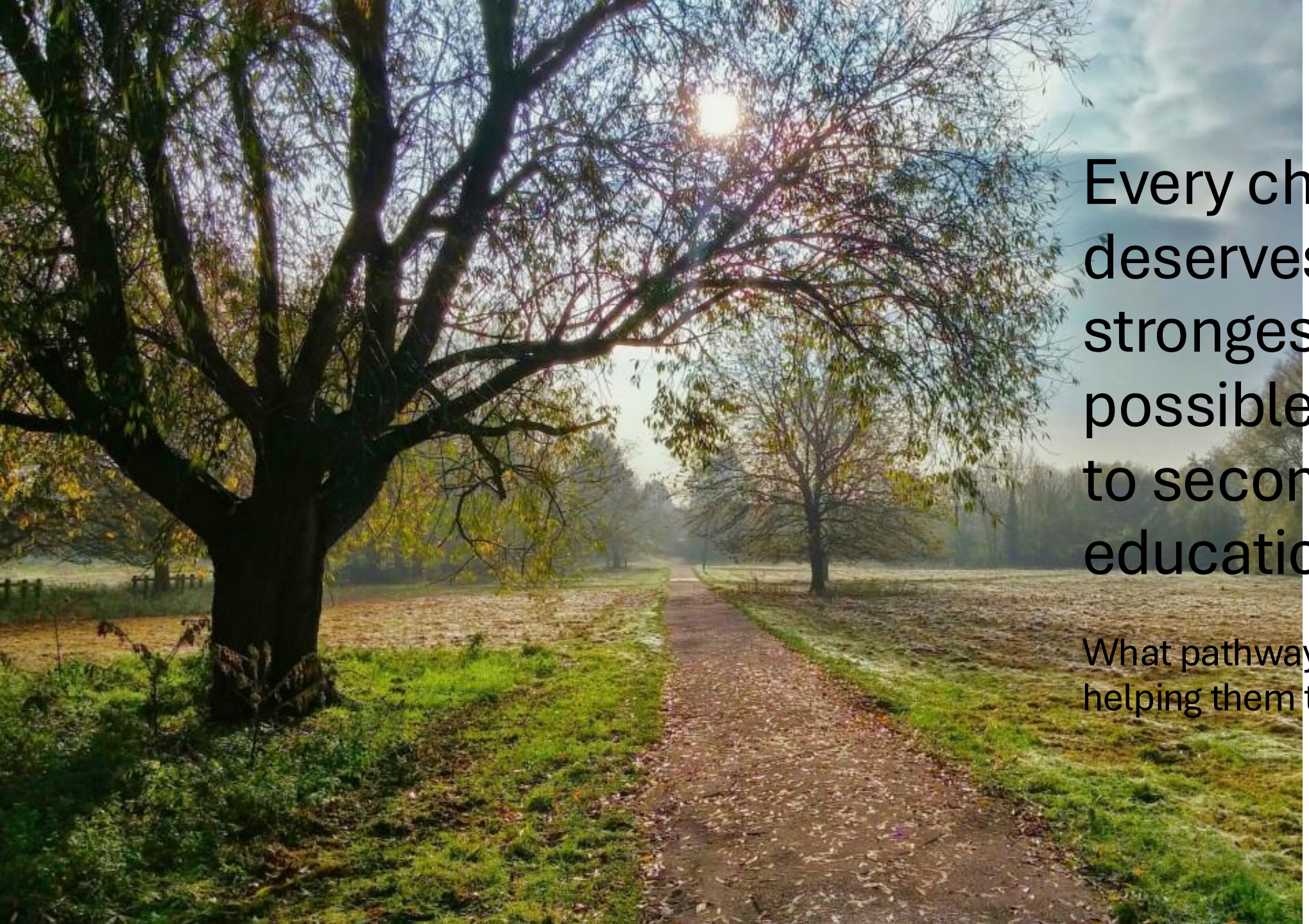
HILLINGDON
LONDON

KS2 Outcomes

Reading, Writing, Mathematics and Multiplication Tables Check

HILLINGDON
LONDON

Jason Hughes, Primary School Improvement Adviser



Every child deserves the strongest possible start to secondary education

What pathway are we helping them to access?

HILLINGDON
LONDON



Today I want to briefly reflect on what our KS2 outcomes tell us about children's readiness for the next stage of their education

What pathway are we helping them to access?

HILLINGDON
LONDON

What does the data tell us?

Jason Hughes, Primary School Improvement Adviser

HILLINGDON
LONDON

KS2 2026 Expected Standard Comparisons

Group	Hillingdon	London	National
Reading	75.9%	+3.8%	-0.8%
Writing	73.7%	+3.9%	-0.6%
Maths	77.8%	+3.0%	+2.7%

Jason Hughes, Primary School Improvement Adviser

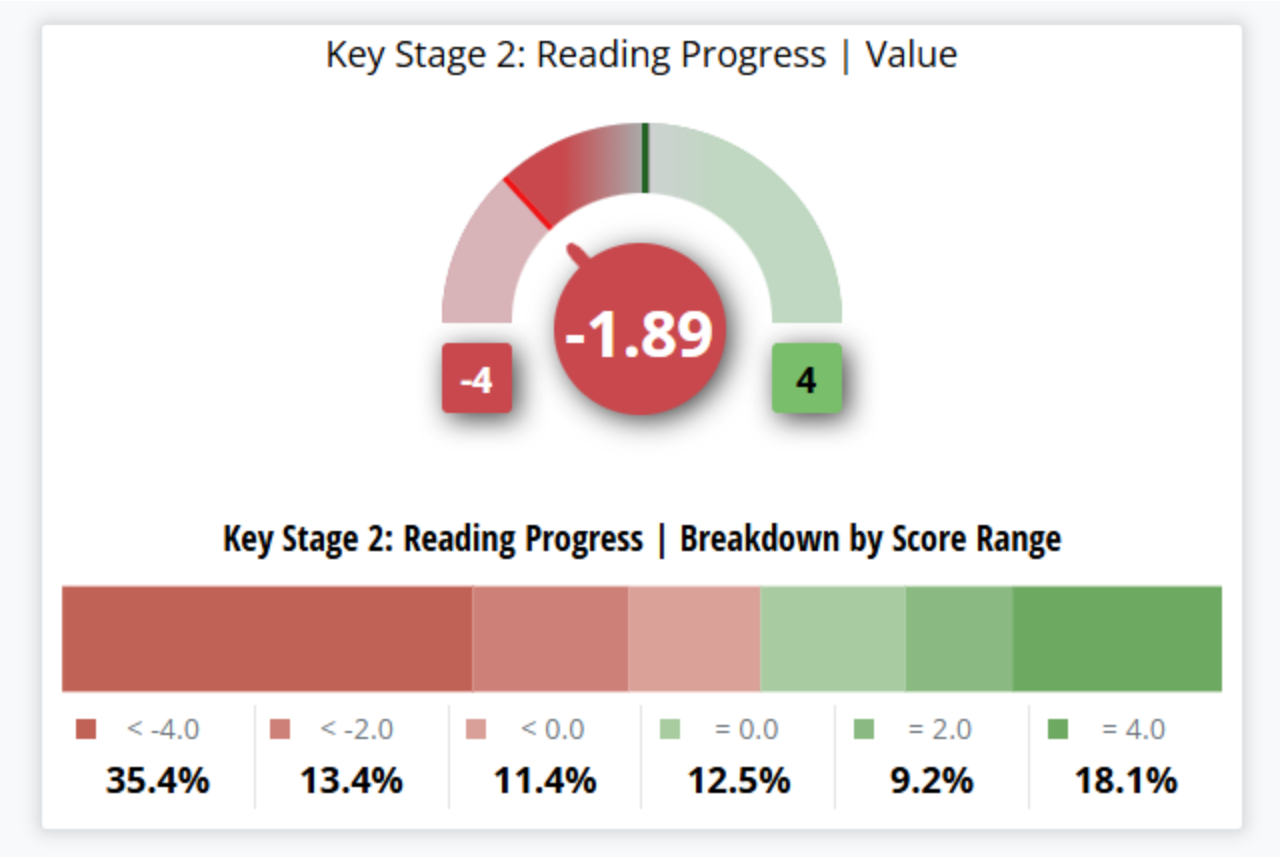
HILLINGDON
LONDON

What about progress?
Perhaps that looks better?

Jason Hughes, Primary School Improvement Adviser

HILLINGDON
LONDON

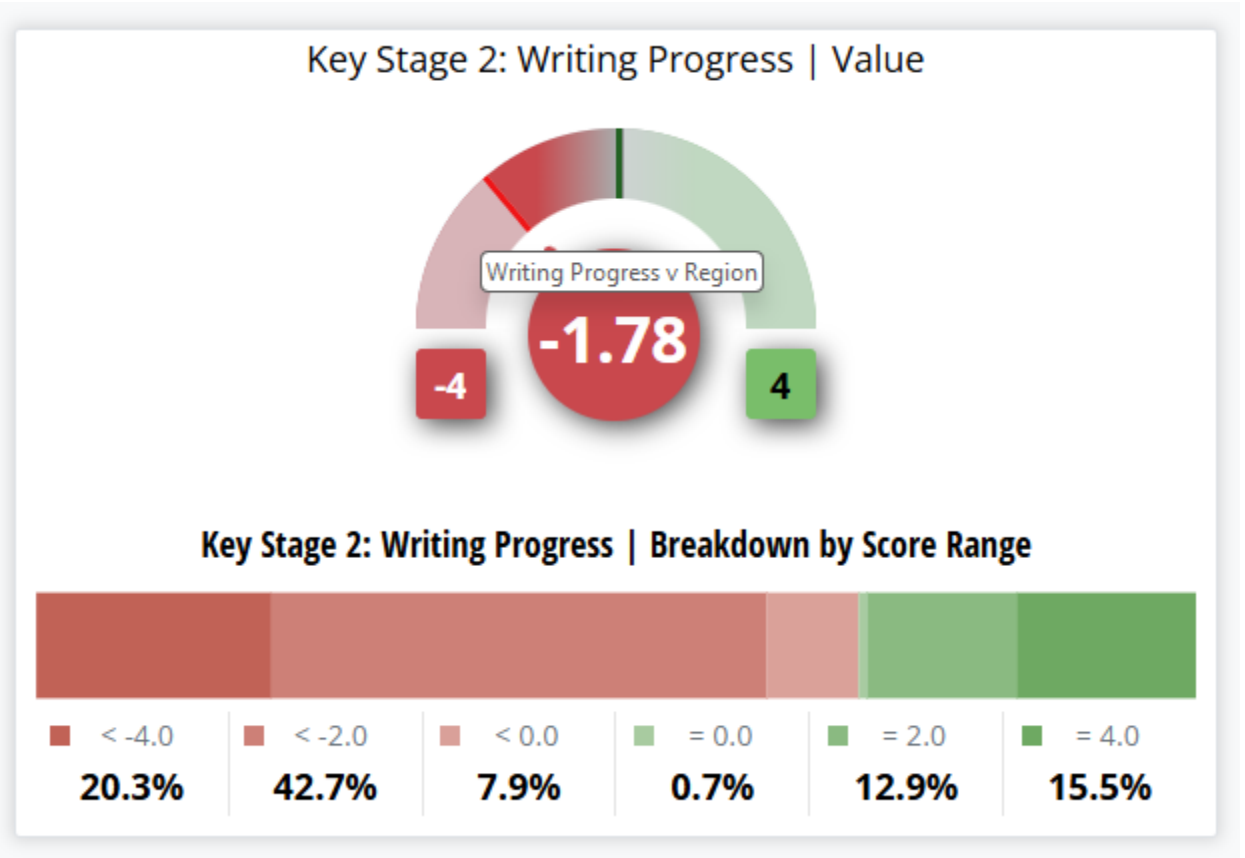
Reading Progress v Region



Jason Hughes, Primary School Improvement Adviser

HILLINGDON
LONDON

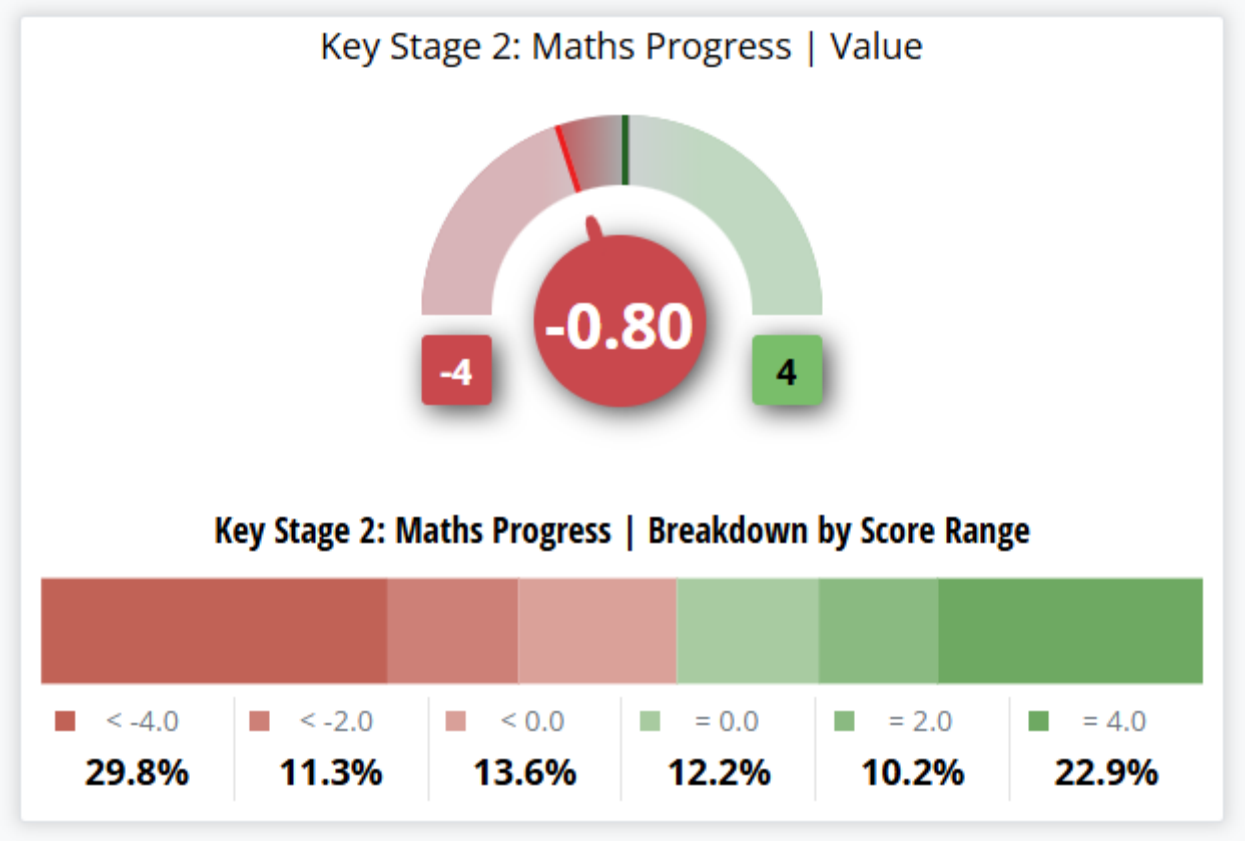
Writing Progress v Region



Jason Hughes, Primary School Improvement Adviser

HILLINGDON
LONDON

Maths Progress v Region



Jason Hughes, Primary School Improvement Adviser

HILLINGDON
LONDON

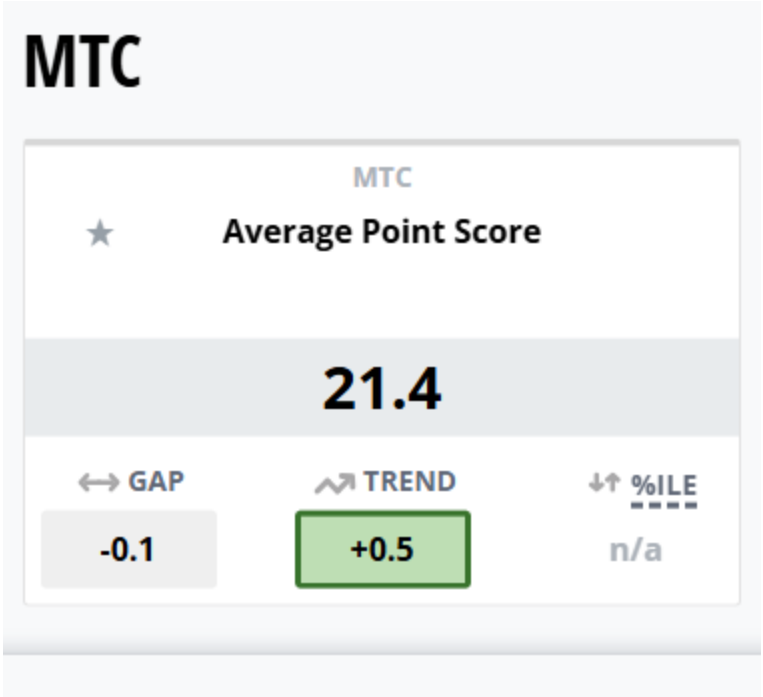
What about the MTC?
Perhaps that looks better?

Jason Hughes, Primary School Improvement Adviser

HILLINGDON
LONDON

Multiplication Tables Check 2023-2024
(Last year's Yr 6)

Comparison with the London region



Jason Hughes, Primary School Improvement Adviser

HILLINGDON
LONDON

What should we take from this?

HILLINGDON
LONDON

Attainment

Below London averages.

HILLINGDON
LONDON

Progress

Raises similar questions.

HILLINGDON
LONDON

Transition

These outcomes influence readiness for secondary school.

HILLINGDON
LONDON



Reading + Writing + Mathematics

↓

Successful Transition

↓

Access to the Secondary Curriculum

↓

Confidence and Achievement

↓

Future Opportunities

HILLINGDON
LONDON

Questions for us

What can we learn from our strongest-performing schools?

How do we strengthen mathematics across the borough?

How do we secure strong literacy and numeracy foundations for every child?

How do we ensure successful transition to secondary school?

HILLINGDON
LONDON

Strong Foundations, Bright Futures

Our challenge is not simply to improve outcomes.

Our challenge is to ensure that every child leaves primary school equipped to thrive in the next stage of their education.

HILLINGDON
LONDON

LBH Disadvantaged data 2026: Early Years GLD

	2026	2025	2024
LBH All Pupils	73.2%	71.4%	66.6%
LBH Disadv	58.7%	58.5%	52.9%
National All Pupils	72.3%	68.3%	67.7%
National Disadv	54.7%	51.2%	51.7%
Regional All Pupils	74.0%	70.7%	70.0%
Regional Disadv	61.5%	58.8%	58.4%

LBH Disadvantaged data 2026: Phonics Yr1/Yr2

	2026	2025	2024
LBH All Pupils	84.1/56.0%	81.5/59.3%	81.6/55.1%
LBH Disadv	73.4/48.0%	70.5/50.0%	68.5/52.8%
National All Pupils	81.8/52.8%	79.8/50.0%	80.2/54.6%
National Disadv	68.3/46.4%	66.5/43.7%	68.2/48.4%
Regional All Pupils	83.5/52.2%	81.8/50.4%	82.0/55.2%
Regional Disadv	73.8/47.1%	72.0/44.5%	73.6/50.1%

LBH Disadvantaged data 2026: KS2 RWM

	2026	2025	2024
LBH All Pupils	64.5%	66.7%	64.1%
LBH Disadv	48.4%	49.5%	45.9%
National All Pupils	63.2%	62.3%	60.7%
National Disadv	48.2%	47.4%	45.5%
Regional All Pupils	70.3%	70.5%	68.6%
Regional Disadv	59.6%	59.0%	56.7%

LBH Disadvantaged data 2026: GCSE

	LBH All Pupils	LBH Disadv
Attainment 8	49.8%	41.9%
Eng & Maths L4+	65.5%	53.2%
Eng & Maths L5+	49.7%	36.7%

LBH Disadvantaged data 2026: Post-16

	LBH All Pupils	LBH Disadv
A Level Av. Grade	C+	C+
APS best 3 Grade	34.8	33.9
Average Academic Grade	C	C+
Applied General Average Grade	D-	D
Average Tech Level Grade	D	D*
Average Tech Certificate Grade	40.8%	42.5%

KS2 outcomes

SEND students RWM achievement

HILLINGDON
LONDON

How do you monitor and review ?

Outcomes for your SEND students ? Is it ?

- Comparative to whole school?
- Comparative to other Hillingdon schools?
- Comparative to London Neighbours ?

HILLINGDON
LONDON

What figure stands out for you?

2026 Expected Standard Outcomes (RWM)

Group	National	London	Hillingdon
All Pupils	25.5%	34.9%	28.6%
SEN Support	31.1%	44.3%	36.7%
SEN EHCP	10.3%	13.4%	**8.4%**

Caroline Ryder SEND Education advisor

HILLINGDON
LONDON

What the data shows

- 57 schools in total
- 21 schools above London at 34.9
- 9 at or above Hillingdon 28.6 but below London at 34.9
- 27 below Hillingdon 28.6
- Where does your school sit?

Caroline Ryder SEND Education advisor

HILLINGDON
LONDON

Cohort size effect

- Schools with **cohorts below 10** show outcomes ranging from **16.7% to 66.7%**, suggesting significant year-on-year volatility driven by individual pupils.
- Larger cohorts (20 to 30 pupils) tend to cluster between **30% and 55%**, indicating more stable performance.
- The largest cohort was 29 children with an outcome of 55.2% for all SEND students – SEN 55.6% & EHCP 50%
- The smallest cohort was 3 children with an outcome of 33% for all SEN 50% EHCP 0%

HILLINGDON
LONDON

What the data does not tell?

- Complexity of need
- School size in comparison to number of SEN children – some schools same size have more or less children with SEND
- Strength of inclusive practice
- Barriers to achievement
- Full contextual picture of school

HILLINGDON
LONDON

How can we support improvement ?

- Identifying areas of strength and areas for development
- Learning from each other and supporting each other in the wider school community
- Collaborative working

HILLINGDON
LONDON

Questions from the data

- Some excellent outcome with amazing progress
- Best methods to utilise this and disseminate ‘what works’
- Why the general backwards shift at KS2?
- Growing complexity of childrens needs - impact
- Developmental rate of the pedagogy to keep pace with the level of need
- Consistency of approach given resourcing implications
- Consistency of implementation within settings
- Access to relevant professional learning
- Joined up accountability from services
- Effectiveness of PPG strategies
- Impact of development opportunities to date

HILLINGDON
LONDON

Things that had an effect on outcomes

- Attendance
- Intersectionality
- Complexity of need
- Staff movement
- Entrenched lack of engagement
- Lack of independent learning capacity
- Lack of parental engagement
- Levels of basic literacy and numeracy at KS3

HILLINGDON
LONDON

Development priorities requested by schools for 26-27

- Phonics and Early reading – Reading Champions Programme
- Instructional Coaching - Targeted professional learning
- Writing development for KS2 – Classroom focus
- KS3 Subject specific reading
- Development of middle leaders – leadership awareness

HILLINGDON
LONDON

Pause and reflect - Your thoughts and Coffee



HILLINGDON
LONDON

David Reedy

‘The Role of Dialogic Talk in English Teaching’

HILLINGDON
LONDON

Jo Head &Vicky Moody
Developing Confident Writers

HILLINGDON
LONDON

AfA Developing Confident Writers:
A Whole-School Approach to Raising Outcomes

Natalie Anwar and Jo Head

HILLINGDON
LONDON

Rationale and Aims

- **A whole school writing development programme built on research informed pedagogy and best practice - Drawing on facilitators' joint experience as classroom practitioners, school leaders and academics**

- To improve outcomes by:

- Increasing pupil motivation and engagement in writing

- Merging writing enjoyment with DfE End of Key stage expectations

- Improving teacher confidence and satisfaction in teaching writing

- Increasing teacher autonomy in planning for writing

Research based Pedagogy into Practice

- **Each session includes:**
- Exploration of current research – to develop pedagogical and subject knowledge
- Opportunities to network and discuss best practice
- Time to carry out personal free writes to develop as Teacher Writers
- Resources and practical strategies to carry out in school
- Time to review and adapt current planning and classroom practice
- Reference to the Writing Framework and Teacher assessment framework
- Consistent Themes- Creativity/Autonomy/Teachers as writers/Writing for pleasure
- Q&A

Reflection, Collaboration and Action

- Time to reflect on current school practices and staff/personal confidence in the teaching of writing.
- Opportunities to collaborate with local schools and colleagues- to share challenges and identify strategies for improvement
- Engage in professional discussion, ask questions and seek support from facilitators
- Set personal targets for professional development and work on these during optional gap tasks.

Session outlines- 25-26

Senior leaders

Autumn Term 2025

Friday 10th October - Complexities of Writing
Friday 7th November - Writing for Pleasure
Friday 5th December - The Importance of Oracy

Spring Term 2026

Friday 23rd January - Mastering Sentences of Composition
Friday 27th February - The Craft of Writing
Friday 13th March - Planning Creatively: How to adapt schemes for your students

Feedback from participants

Excellent opportunity to share and discuss planning with colleagues and compare each school's approach, identifying strengths that I could replicate in my school.

Writing is successful when it's personal - we've now enabled children to take more ownership over their writing and allow them to make choices. They've loved the new writing units and have shown a new found love for writing!

- Lots of research to evidence the importance of oracy. Practical ideas shared. Really good to hear schools share their own experiences.

Removal of stand-alone grammar lessons and sheets - embedded grammar lessons are now a non-negotiable and it has already made a huge impact on the learning. Children have demonstrated better retention of knowledge.

The session emphasised that effective writing comes from conscious choices, about vocabulary, sentence structure, tone, and organisation. Seeing writing through this lens helped me move beyond simply correcting errors and towards teaching pupils how writers think.

Session outlines 26-27

KS1 and KS2 teachers

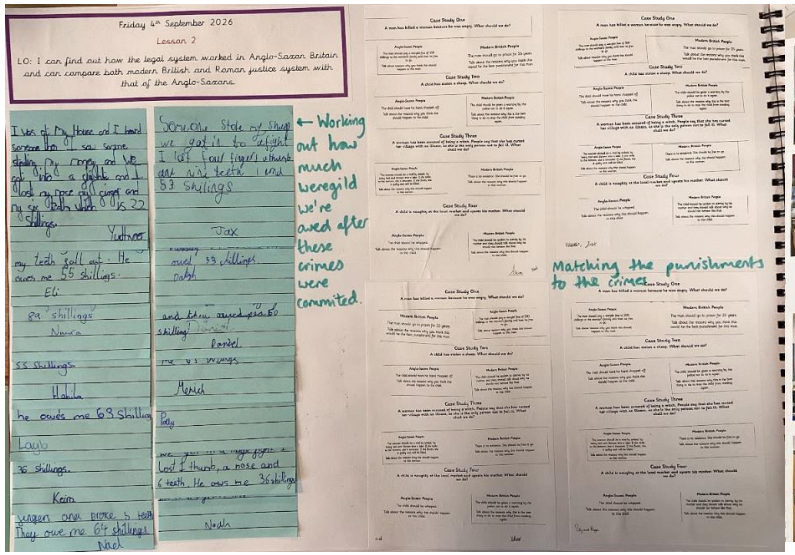
- **Autumn Term 2026**
- **Thursday 22 October-The Complexities of Writing**
  Why is learning to write so difficult, and what can teachers do to support every writer's journey?
- **Thursday 26 November-Writing for Pleasure**
  What does writing for pleasure look like in practice, and how can it become a sustainable part of your writing curriculum?

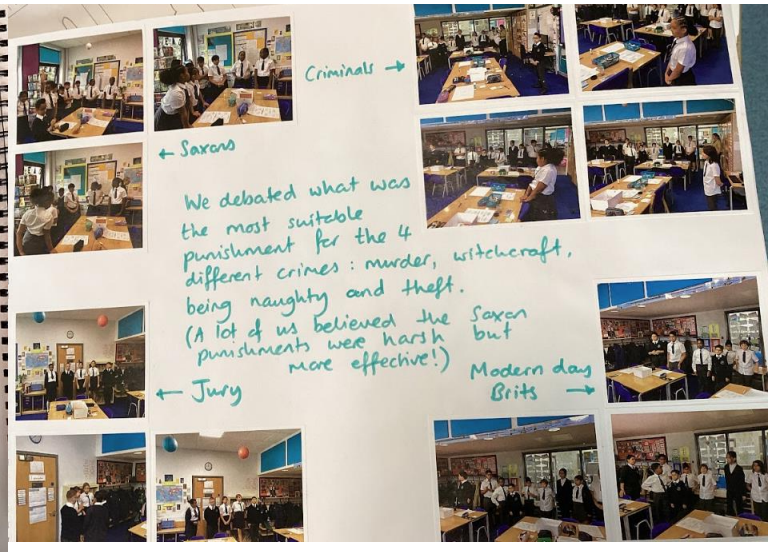
- **Spring Term 2027**
- **Thursday 4 February-The Power of Talk in the Writing Process**
  Explore how purposeful talk can strengthen thinking, collaboration and written outcomes.
- **Thursday 18 March-Mastering Sentence Composition**
  Teaching grammar in context to develop more effective, purposeful and confident writers.

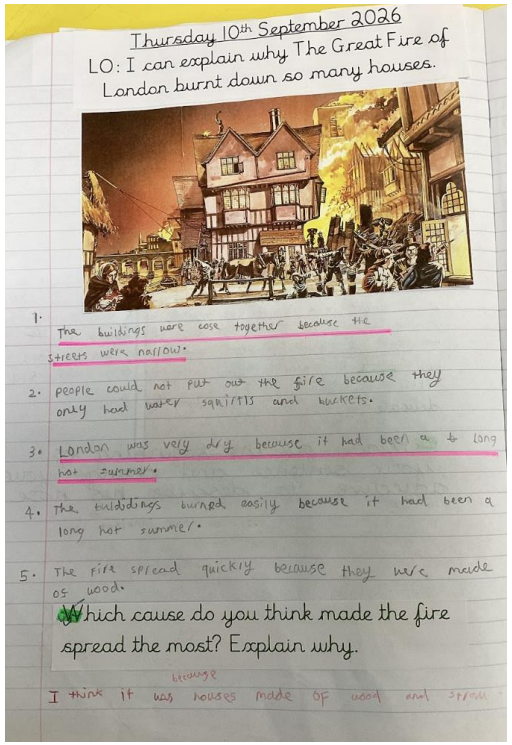
- **Summer Term 2027**
- **Thursday 22 April-The Craft of Writing**
- *Helping pupils understand and apply the techniques that skilled writers use to engage their readers.*
- **Thursday 27 May-Planning Creatively**
  Refresh and adapt your existing planning to inspire greater engagement, creativity and success in writing.

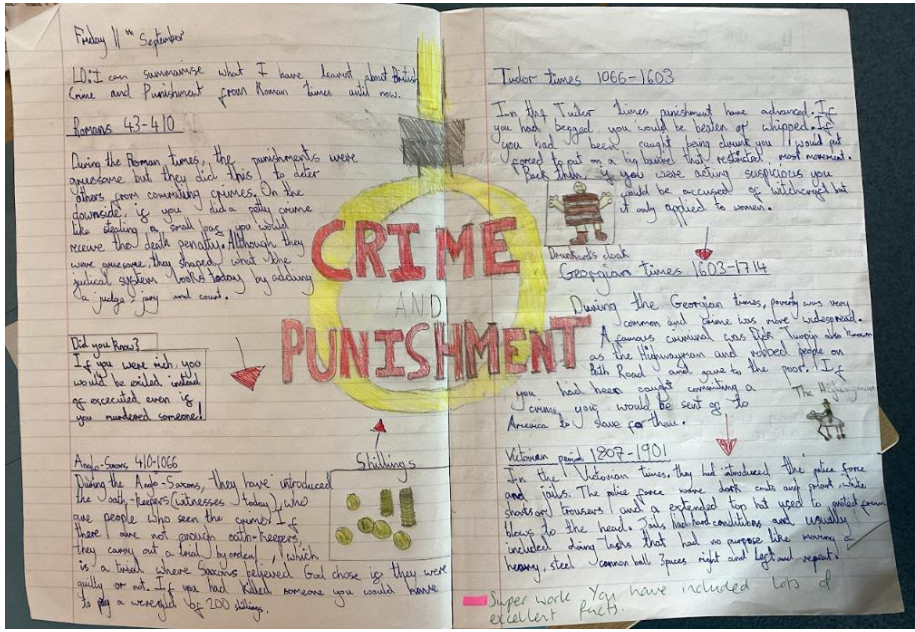
Audience and Purpose & Cross Curricular Writing

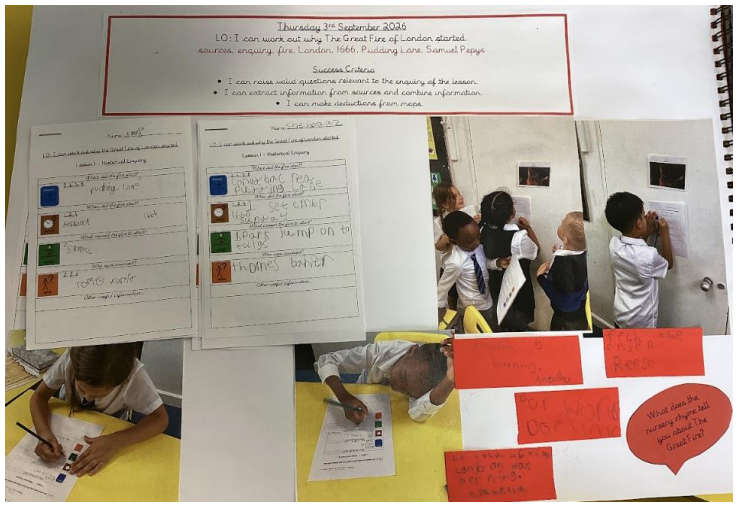
Year 2				
	Fiction: Story With Character Focus Writing to entertain: retelling the story with a change of characters.	Information Report Poetry: 'Zebra Question' by Shel Silverstein – writing their own riddle or list poem about themselves Writing to inform: writing an information text about The Great Fire of London	Fiction: Adventure Story Writing to entertain: retelling the story with a change of character and machine.	Recount: Diary Entry
Curriculum Writing Opportunities	Geography: Writing a postcode from a hot or cold country. Science: Writing predicitions for the suitability of different materials.	History: Information text on the reasons why the fire spread so quickly. Science: Leaflet on the adaptations of animals that live in different habitats.	RE: Retelling the ending of the Easter story.	Science: Lifecycles of different animals.









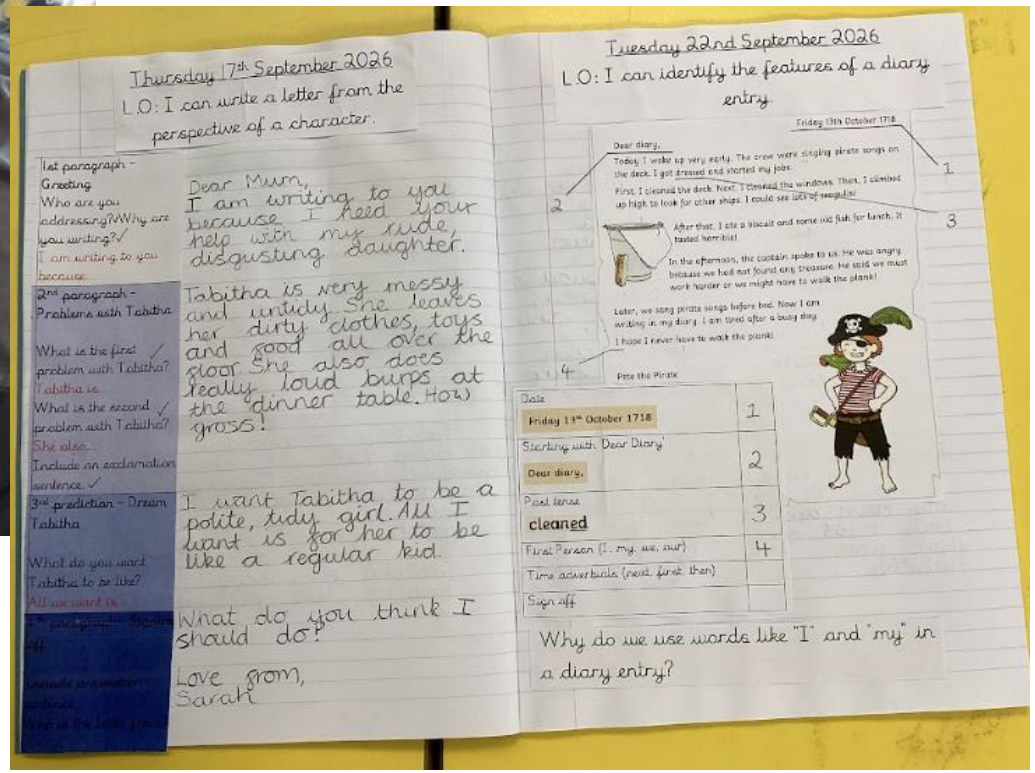


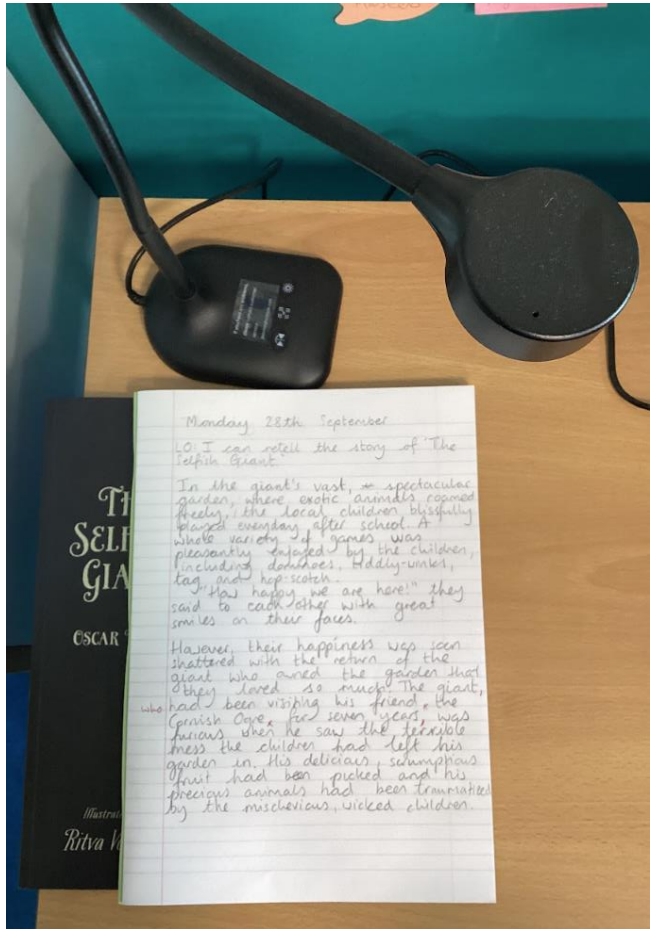
Teacher modelling

Writing Pupil Voice Summary: Summer 2026



3. When asked what helps them most in writing lessons, teacher modelling came out as most useful to help them when writing, closely followed by seeing examples of a good one and word banks and visual aids.





Creativity in planning







Dear Mr Gibb,

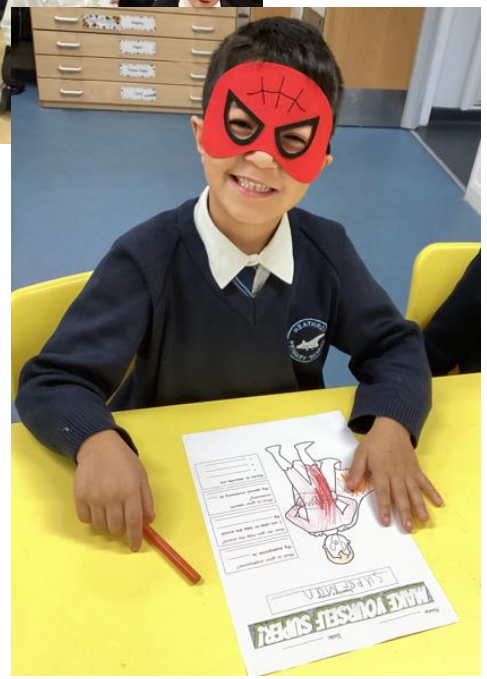
I have heard of your decision regarding the 6m trail, and it has puzzled me to the point that I write this letter to you. I have respect for you, but this particular decision I do not take a liking to this decision. My first reason is that as year 6's, we have a responsibility of protecting younger children on the 6m trail, and therefore, you are stopping us from doing our duty and responsibility. My second reason is that the previous year 6's had missed the 6m trail, and I have seen it with my own eyes. However, that hasn't been the case with the new year 6's. The younger years filed this complaint too late (only 2 days into Year 6!) and now we have to suffer the consequences of the previous year 6's and the punishment (that we have wrongly received) is now prohibiting us and restricting our freedom. My third reason is that we are still children at the end of the day! In secondary school we will not have equipment and the luxury of this primary school. How would you feel if someone wrongly accuse you of disturbing the school, and then not even getting a chance to plead for your year group? I hope that we see eye-to-eye, and you consider my letter. Please reconsider this letter.

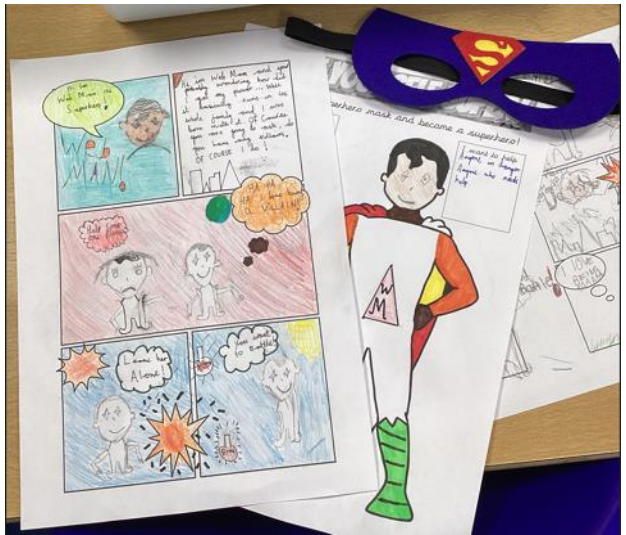
Yours Truly,
Daksh.

	Gateway: Hook the pupils into the context of learning through a stimulus, a concrete experience, use of art, drama or role play to provide the why of learning.
Session 1: Participate in discussions Ask questions to improve understanding Predict from details stated and implied	Give children an envelope with sentences from the story (see resources). Children choose one sentence. Predict from their sentences then share with a partner. *What genre is this text?* 1. It was a large and lovely garden, with soft green grass. 2. He was dressed in grey, and his breath was like ice. 3. It sounded so sweet to his ears that he thought it must be the King's musicians passing by. 4. He took a great axe and knocked down the wall. 5. So, he built a high wall all round it, and put up a noticeboard.

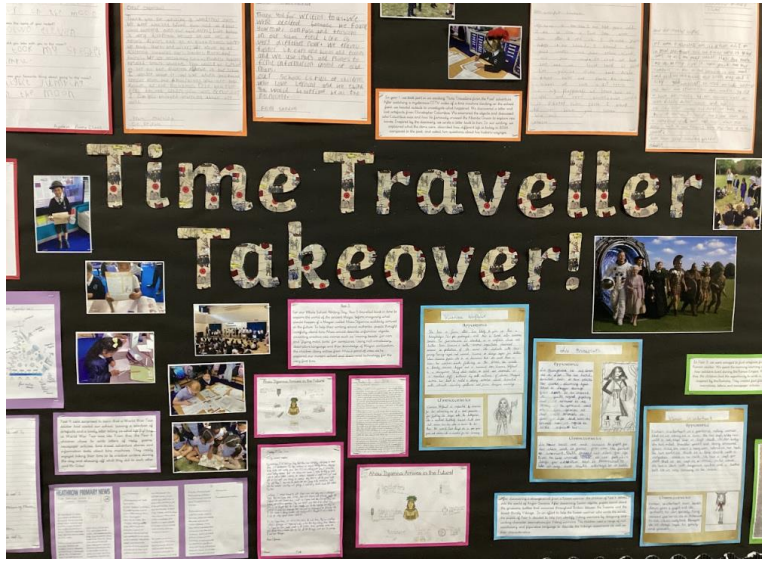
Whole school writing days

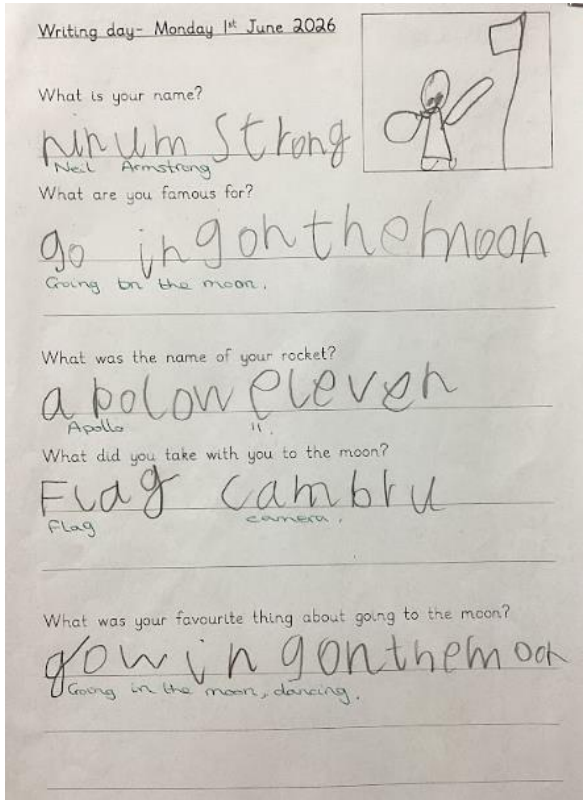


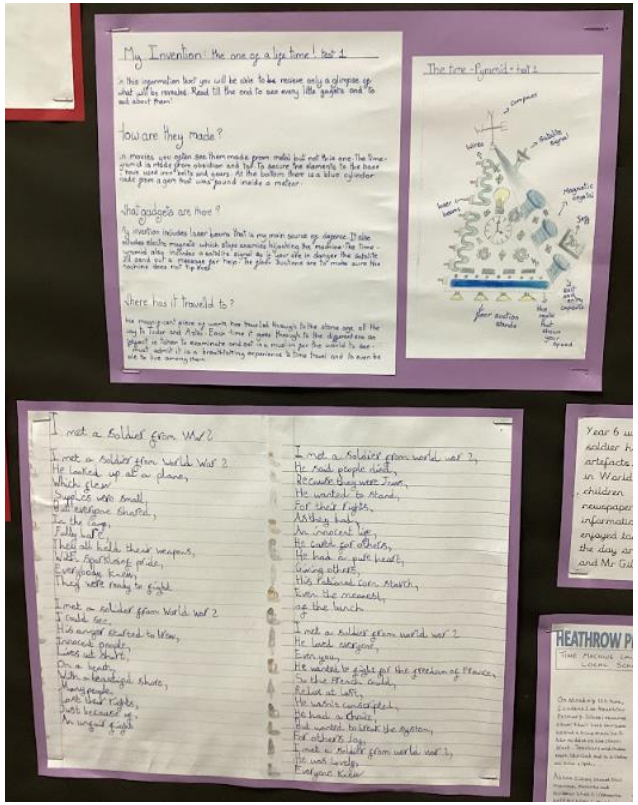




Spring: Superheroes!
Autumn: Time Traveller Visit!







Rebecca Broadhurst
Hayes Park Primary
Instructional Coaching

HILLINGDON
LONDON

Hayes Park School

Learning for life

Instructional Coaching

Training Offer

- 3 half day training sessions
- BASIC coaching model – Andy Buck
- Research led
- Live demonstration
- Coaching proforma
- Different approaches and models

Impact

- MTC results 26% to 67% in one year
- GLD 71% to 75%
- Year 6 writing 53% to 78% from start of year 6 to end of year SATs results

Dr Wayne Tennant
Dialogic Book Talk



HILLINGDON
LONDON

Jill Burns
Highfield Primary School



HILLINGDON
LONDON

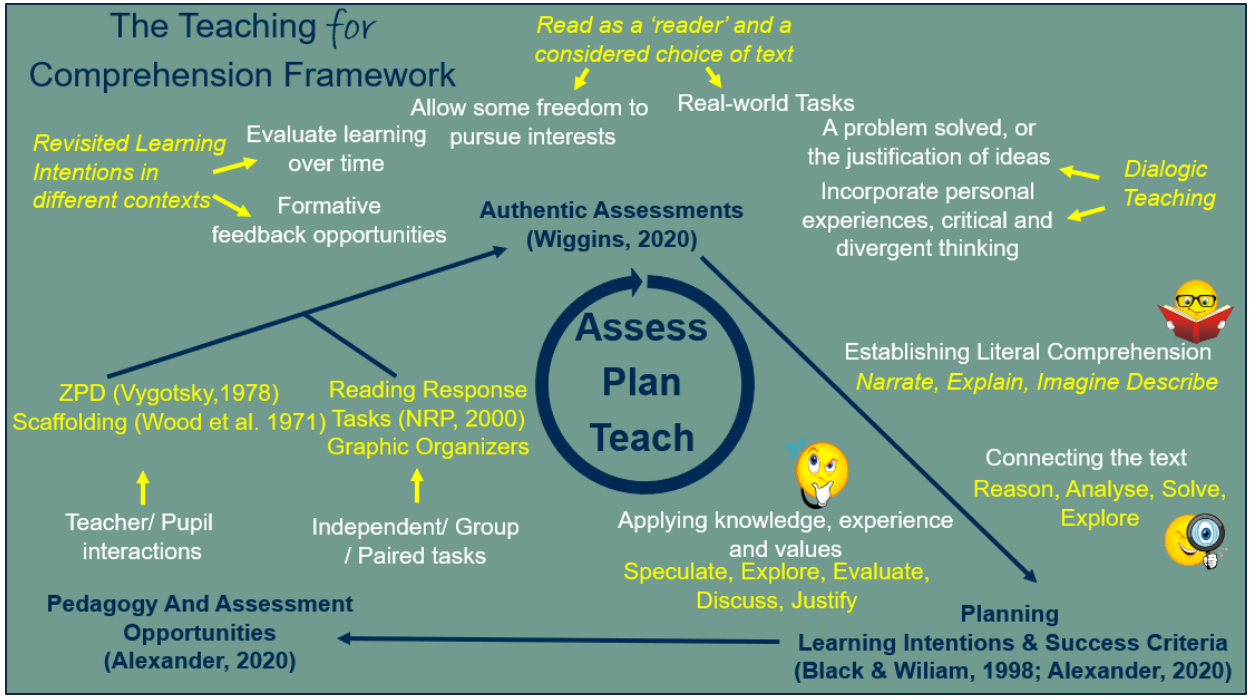
Dialogic Book Talk (Teaching for Comprehension)

Jill Burns

Deputy Head Teacher

Highfield Primary School

Happiness Promotes Success



Raj Mehta
Global Education Services



HILLINGDON
LONDON

Hillingdon Reading Champions Programme

Achievement for All (AfA) Young People

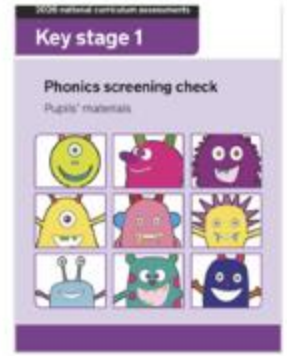
'Celebrating Impact, Inspiring Change, Shaping the Future' Conference

Wednesday 7 October 2026

HILLINGDON
LONDON

Aims of the Programme

- Strengthening the leadership of reading across schools in Hillingdon.
- Further improving the quality of the teaching of reading, impacting on all pupils' outcomes.
- Raising standards further so that all pupils meet and exceed the national expectations in the Phonics Screening Check and reading across EYFS, Key Stages1 and 2.





HILLINGDON
LONDON

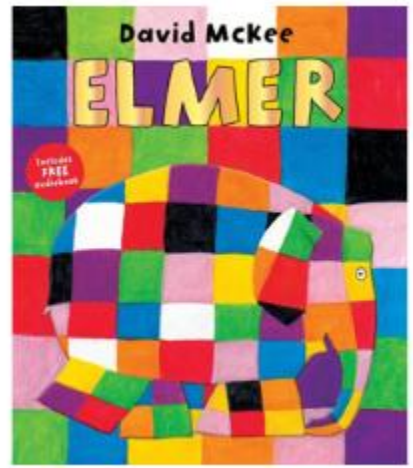
What is the key content of the programme?

Training on the teaching of reading covers eight modules.

- Module One: An Introduction to Reading Leadership
- Module Two: Teaching a Systematic Synthetic Phonics Programme in Reception and Key Stage 1. Developing fluency and comprehension skills
- Module Three: Assessment and Analysing Pupils' Achievement in Reading
- Module Four: Supporting Struggling

HILLINGDON
LONDON

What is the key content of the programme?





- Module Five: Building a Culture of Reading
- Module Six: Promoting Reading Across the Curriculum
- Module Seven: Professional Learning and Leadership Skills
- Module Eight: Monitoring Progress and Evaluation

HILLINGDON
LONDON

What are the expectations of the programme?

- Attendance at all planned modules to further develop leadership and management of reading in your school.
- Attendance at school visits.
- Completion of reflection tasks.
- Data collection. National assessments:
  - EYFS – Communication and Language, Word Reading and Comprehension
  - Key Stage 1- Phonics Screening Check results for Years 1 and 2
  - Reading at the end of Key Stages & 2.
- Assessment information your school holds on reading, particularly for the lower attainers. EYFS - Listening Attention, and Understanding, Speaking and Word Reading, Year 1 phonics, reading for Years 2 and 6. This should not be burdensome.
- A commitment to implementing change/s in the reading curriculum, as per your school's needs and priorities.

HILLINGDON
LONDON

What do colleagues say?

" Within each module, I have expanded my knowledge and understanding of key concepts and pedagogies."

" It has been great to work with many other facilitators with in-depth knowledge."

" The school visits were a great part of the course, and it was so valuable seeing other schools."

"The reflection tasks helped me in identifying strengths and areas for further development in my school's reading curriculum. I have taken so many key learning points back to my school and improved my own knowledge to disseminate to colleagues."

"I have really enjoyed the opportunity to network with others and share best practice throughout the course."

HILLINGDON
LONDON

Next steps

- Reading Champions Programme will commence in the Spring term 2027.
- Launch 25th January 2027 1.15 – 2.00 pm. Online
- Module 1 : An introduction to reading leadership. Face to face. 9.30 am to 3.30pm.

HILLINGDON
LONDON

LONDON

Karen Western

Senior Widening Access Officer

A bereavement Framework for Schools

HILLINGDON
LONDON

Bereavement Education Karen Western



- Death of a loved one (including pets)
- Change
- Natural Disasters
- Divorce
- Foster Care
- War
- Displacement
- Unemployment
- Mental or physical illness

Training for
Adults
Young People
Children

Change loss and grief are a normal part of life.
Knowledge skills and attitudes enable participants to understand and manage grief experience.

MacKillop Family Services

good grief

Seasons for Growth

Catherine Hall
Parenting and Home Learning
Team Lead

HILLINGDON
LONDON

Parenting and Home Learning Team

Supporting parents, strengthening families and helping every child get the best possible start in life.





BEST START IN LIFE

WHAT WE OFFER



Parenting support

Supporting parents from pregnancy through to adolescence

- Togetherness
- The Nurturing Programme
- Parenting Puzzle
- Online parenting workshops
- SEND-specific support

Home Learning

Helping parents support learning and development through everyday interactions

- Early Words Together
- Five to Thrive
- Home Learning support and outreach
- **PLAY = Learning**

Evidence-based support that builds parental confidence, strengthens relationships and helps children learn, develop and thrive.

CONNECT FAMILIES WITH OUR SUPPORT

Togetherness

Free online parenting and emotional wellbeing support for Hillingdon families.

togetherness.co.uk/mul/hillingdon

Use the exclusive access code with your post code:
LEARNTOGETHER



Current Parenting Offer

See what programmes, workshops and support are available this term.

family-hub-online-timetable



Contact us at
ParentingHLE@Hillingdon.gov.uk

Helen Boundy
LBH Governance Support Officer

HILLINGDON
LONDON

School Governance Support

- **Providing governance advice on legislation, regulations, statutory guidance.**
- **Supporting Clerks and Chairs of Governors by providing guidance on best practice and a support network – termly briefings.**
- **Assisting schools with recruitment and appointments, not just LA Governors.**
- **Supporting governor development through training, series of free trainings throughout the school year. sharing governance resources.**
- **Supporting governance effectiveness and promoting good governance practices, including skills audits and board evaluations.**
- **Regular communications with boards.**

Helen Boundy – Governance Support Officer
schoolgovernance@hillingdon.gov.uk

Lisa Swales
Childcare Services Manager

HILLINGDON
LONDON



School Aged Childcare

- Wraparound programme- before and after school care.
- 555 places created across 22 schools
- Revenue funding still remains for any schools expanding.
- Free breakfast schools: 14 schools in Hillingdon have committed starting this September.
- Online termly Network meetings for wraparound and breakfast clubs:
- 20th November 9.30-10.30
- Available training for wraparound care continues.
- School based nurseries programme.



Hillingdon's Vision:

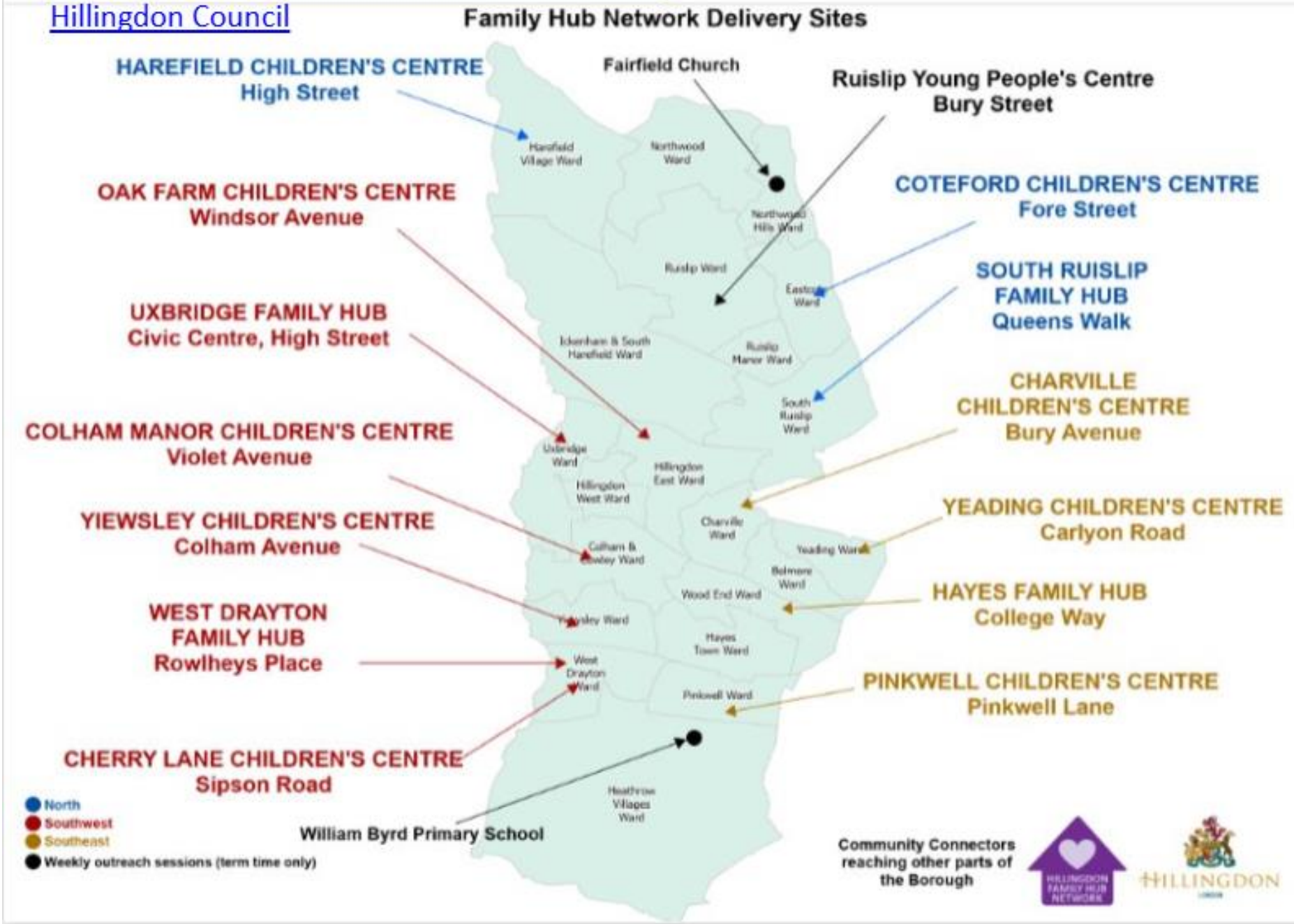
Every child in Hillingdon will have the best possible start in life: safe, healthy, happy, engaged, valued and ready to learn

best-start-in-life-strategy

BEST START IN LIFE

www.hillingdon.gov.uk

[Best start family hubs and children's centres – Hillingdon Council]



Additional development opportunities 26-27

- SEND writing project – Whole School SEND – Matt McArthur aimed at Children with more complex writing needs.
- ‘The Book Club’ – a Brunel project to develop a love of reading in key stage 2.
- Learning from the EEF ‘Foundations for the Future’ - moving the learning and associated pedagogy to a wider group of schools.
- Reception curriculum and pedagogy into year 1 – Implementing the Reception curriculum into year 1 with associated pedagogy.
- Learning to Lead – The first steps into a Leadership mindset for colleagues new to leadership responsibilities.

HILLINGDON
LONDON

AfA Programme 2026-27 Register of Interest Form

HILLINGDON
LONDON

Pause and reflect - Your thoughts and Lunch



HILLINGDON
LONDON

Raj Mehta
Global Education Services



HILLINGDON
LONDON

The Transition Framework

Achievement for All (AfA) Young People

'Celebrating Impact, Inspiring Change, Shaping the Future' Conference

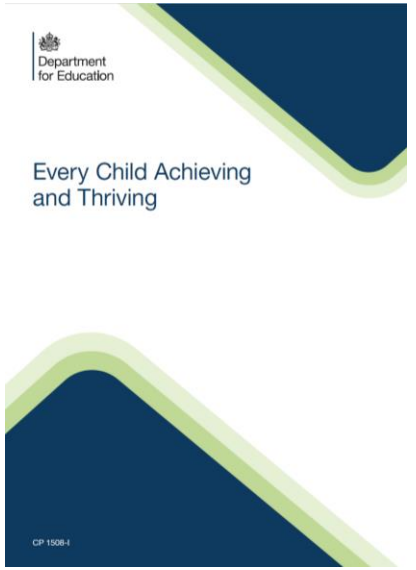
Wednesday 7 October 2026

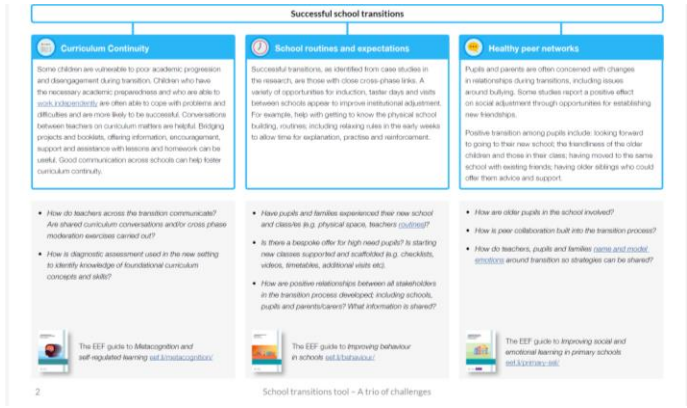
HILLINGDON
LONDON

Setting the Scene

- Rationale and Research.

- Structure of the Transition Farmwork across all different phases – based on current expectations.
- The Framework will be amended once the reforms from the White Paper are introduced.







HILLINGDON
LONDON

Structure of the Transition Framework

- Tier 1 - Universal Offer for all pupils to receive high-quality transition support.
- Tier 2 - Targeted Offer for vulnerable groups of pupils. This may include, ‘pupils who are disadvantaged, or who have SEND, or who are known (or previously known) to children’s social care, or who may face other barriers to their learning and/or well-being”

(State-funded school inspection toolkit, Ofsted Toolkit 2026).

- Tier 3 - Specialist Offer for pupils with severe complex needs and have an EHCP.

Note: Tier 1 approaches are also applicable at Tiers 2 and 3.

HILLINGDON
LONDON

Three Key Areas Within Each Tier

1. Curriculum continuity

2. School routines and expectations

3. Healthy peer networks

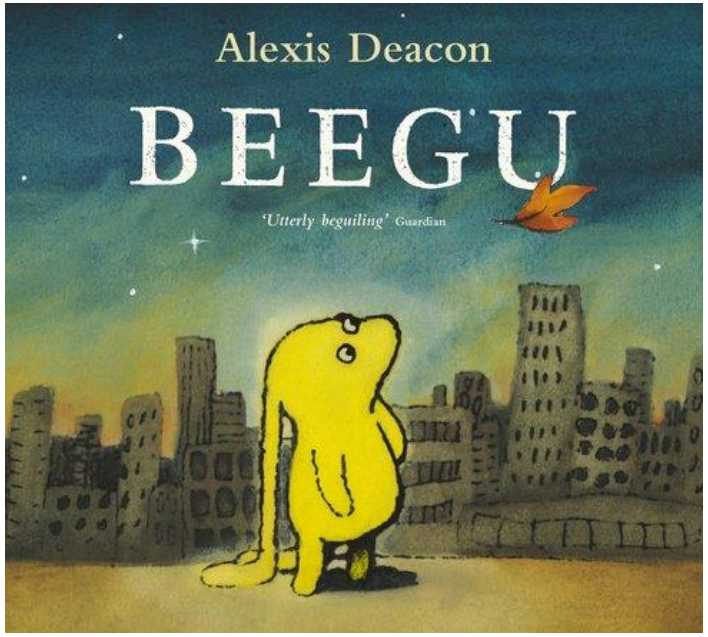
Within each area there are two levels of support on offer - school and local authority levels of support to promote successful transitions from Reception into Year 6.

HILLINGDON
LONDON

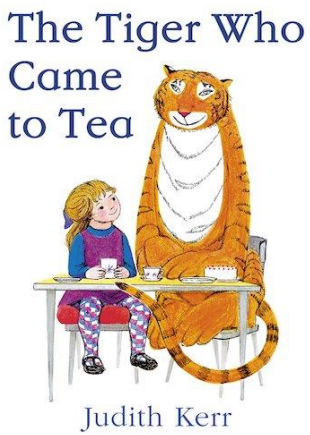
Tier 1 Universal Offer - Curriculum Continuity

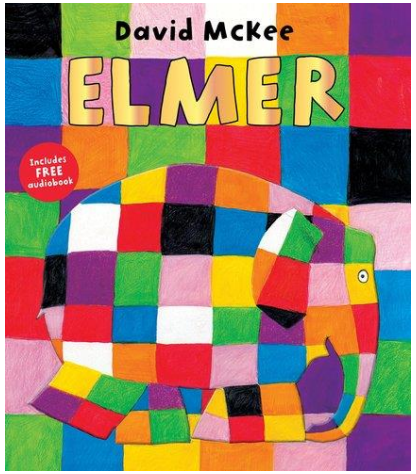
Some examples of school level support:

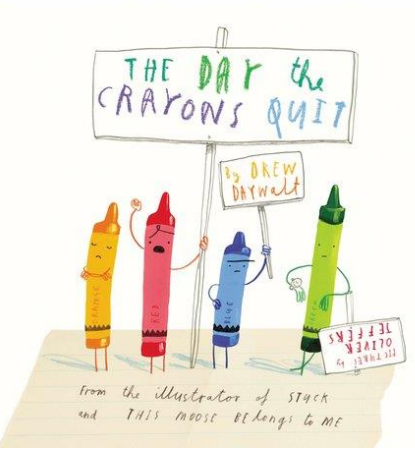
- Reception and Year 1 teachers engage in a collaborative project – working on one core text, for example The Tiger who Came to Tea, making cross- curricular links. Website links Books for Topics and Pie Corbett's Reading Spine for Year 1.
- Ensuring that the Year 1 curriculum is coherently planned and well sequenced that builds on prior learning from the Reception year, especially in communication and language, reading, writing, spelling, handwriting, and mathematics.



HILLINGDON
LONDON







Tier 1 Universal Offer - School Routines and Expectations

Below are a few examples of school level support:

- Routines in Reception in the summer term are the same as Year 1 at the start of the autumn term.
- Year 1 teachers visit Reception classes to observe the enabling environment and teaching and learning.
- Reception children visit Year1 classrooms before transition and this is not a one-off event.
- Year 1 learning environment mirrors that of the Reception class for the first half of the autumn term in Year 1 before moving to formal teaching.

HILLINGDON
LONDON

Tier 1 Universal Offer - Healthy Peer Networks

Examples of school level support.

- Buddy system for Reception and Year 1 children for social times, such as play and lunch times.
- Support in place for children who did not meet the ELG in PSED.
- Continuation of systems, such as Zones of Regulation throughout the school, giving children the language and opportunities to express emotions.



HILLINGDON
LONDON

Tier 1 - Local Authority Support and Offer

- Summer term moderation meetings with Reception and Year 1 teachers and leaders to secure:

  (a) accuracy of assessments

  (b) Year 1 teachers have a secure knowledge of the EYFS curriculum and how learning in Year 1 builds on children's learning and development from Reception.

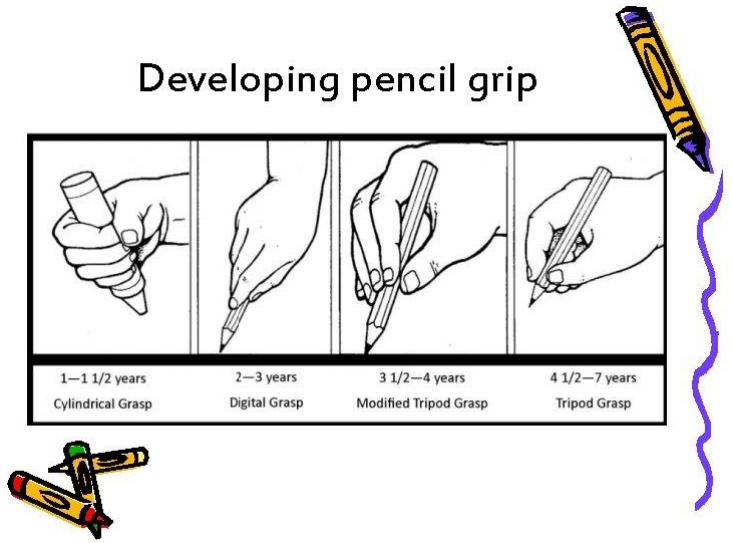
HILLINGDON
LONDON

Tier 2 Targeted Offer - Curriculum Continuity

Some examples of school level support:

- Swift identification of children at risk of falling behind. For example, some children's home experiences may not give them sufficient opportunities to develop gross motor skills, which will affect their development of fine motor skills. This will impede children's abilities to use tools such as pencils, scissors, and tweezers.

- Assessment information is used effectively and highlights children's specific gaps in children's foundational knowledge and skills, for example, pencil grip, correct letter formation and recalling of number bonds.



HILLINGDON
LONDON

Tier 2 Targeted Offer - School Routines and Expectations.

Below are a few examples of school level support.

- Additional visits to the Year 1 classrooms.
- Maintaining the early years provision in the first half of the autumn term for these children
- Visual timetable as per the needs of individual children.

HILLINGDON
LONDON

Tier 2 Targeted Offer - Healthy Peer Networks

- Examples of school level support- Strategies as per Tier 1 but adapted to meet the needs of individual children.
- Buddy system for Reception and Year 1 children for social times, such as play and lunch times.
- Support in place for children who did not meet the ELG in PSED.
- Continuation of systems, such as Zones of Regulation throughout the school, giving children the language and opportunities to express their feelings and emotions.

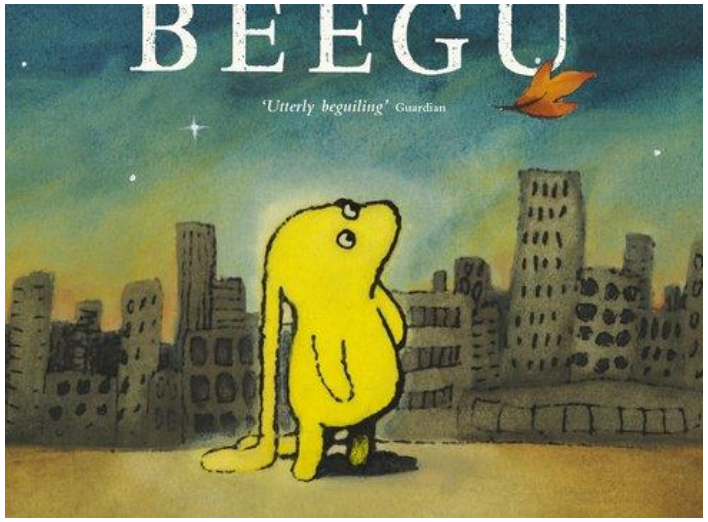
HILLINGDON
LONDON



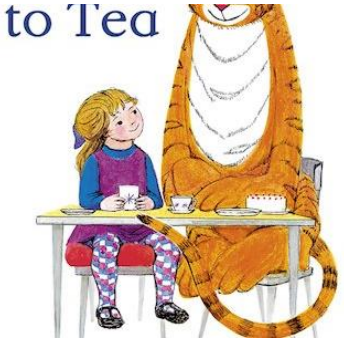
Tier 3 Specialist Support - Curriculum Continuity

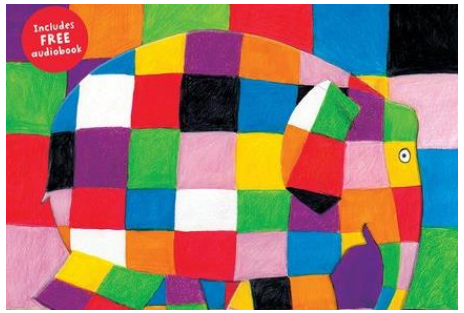
Bespoke curriculum matched to children's EHCP plans. The right priorities are identified for this group of children to minimise barriers to their learning and progress they make.

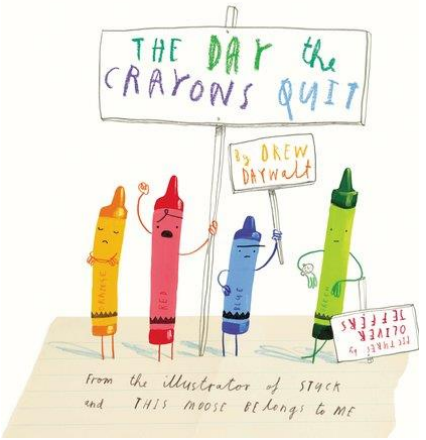
Children making sustained progress from their individual starting points – stage is most important in securing foundational knowledge, especially where the knowledge is cumulative, such as phonics.



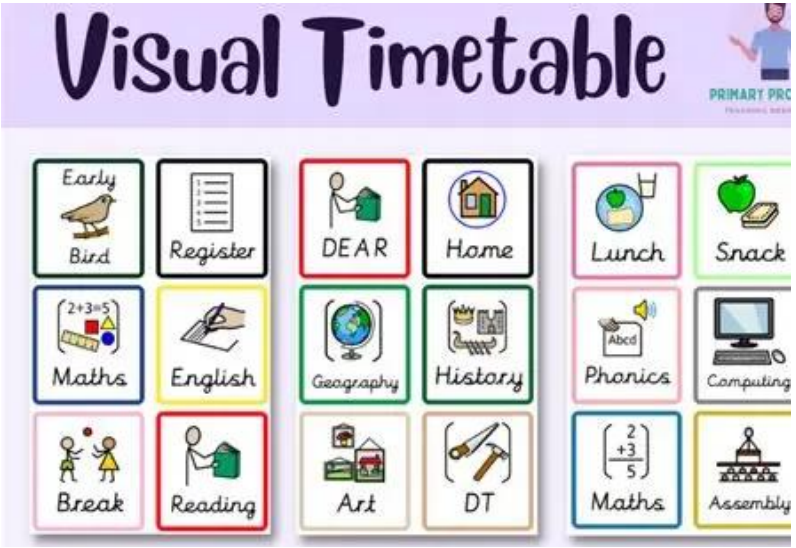
HILLINGDON
LONDON







Tier 3 Targeted Offer - School Routines and Expectations



Below are a few examples of school level support.

- Transition booklets with photos of staff in Year 1, routines, such as a visual timetable to share with children and parents.

- Additional visits to Year 1 classroom.

HILLINGDON
LONDON

Tier 3 Specialist Offer - Healthy Peer Networks

Below are a few examples of school level support.

- As in Tier 1 but adapted to meet needs of pupils.
- Involvement of other professionals, for example to support pupils' emotional and mental well-being.

HILLINGDON
LONDON

Tiers 2 and 3 - Local Authority Support and Offer

- Services offered by SEND Advisory Service (SAS)
- Visual or hearing-impaired teams
- Educational Psychology Service
- Positive Transitions by SALT team
- Attendance team
- Hillingdon's Ordinarily Available Provision (OAP) 2025, approaches and strategies

HILLINGDON
LONDON

Sequence of events - Tier 1

LONDON

Sequence of events for transition from Reception into Year 1

	Sequence of events to be completed to support the transition process from Reception into Year 1. Note that children who are identified as requiring Tiers 2 and 3 support, may need a personalised transition plan that may affect this time frame. Parents are to be kept informed and involved at each stage of the transition process.					
	Autumn 1	Autumn 2	Spring 2	Summer 2	Autumn 1 – Year 1	Notes
Tier 1 – Universal + Tiers 2 and 3.	Build relationships with Nurseries, PVIs feeder schools, particularly for children with SEND.	Use end of term assessments to further shape learning and adjust curriculum, especially for children with SEND, disadvantaged, those known to children's social care (and previously known) and those children who other barriers may have, such as limited home experience.	Hold planning meetings between Reception and Year 1 teachers to ensure that the year 1 curriculum builds well upon children's knowledge and skill from Reception.	Reception and Year 1 teachers and leaders attend moderation meeting hosted by LA to secure accuracy in assessments and support Year 1 teachers to (a) know what the expectations look like (b) make adjustments to Year 1 curriculum to ensure it meets the needs of children with SEND and vulnerable groups	The curriculum is adapted to meet the needs of children who did not meet the expected standard in a Good Level of Development (GLD). Any gaps in foundational knowledge and skills are swiftly identified and addressed. Support is in place for children who	

HILLINGDON
LONDON

Sequence of events - Tier 2

Sequence of events for transition from Reception into Year 1

Tier 2- Targeted	Children at risk who may be potentially identified with other SEND needs, ASD or have not met the expected standards in the early learning goals, especially in Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy both Reading and Writing, and Mathematics.	Children's specific needs identified and support in place. The impact is evaluated. If needed, consider transition planning meeting. Transition information shared with parents and carers well in advance- spring term. The information can be shared as newsletters, booklets with visual images, hosting meetings with all relevant stakeholders.	Begin transition planning meetings with all relevant stakeholders and SENDco. Involve parents and carers. Engage with parents to explain what the transition process involves and how the school will support their child with transition.	Continue transition planning meetings with all relevant stakeholders and SENDco. Transition booklets with photos of staff in Year 1, routines, such as a visual timetable to share with children and parents. Additional visits to the Year 1 classrooms.	Curriculum adapted to meet the specific needs of these children. Learning gaps are swiftly identified and closed through targeted support an intervention. Impact evaluated. Maintaining the early years provision in the first half of the autumn term for these children. Visual timetable as per the needs of individual children.	

HILLINGDON
LONDON

Sequence of events - Tier 3

Sequence of events for transition from Reception into Year 1

Tier 3 – Specialist Offer for children with SEND- EHCP plans	EHCP plans are completed. Bespoke curriculum matched to children's EHCP plans. The right priorities are identified for this group of children to minimise barriers to their learning and progress they make.	Children making sustained progress from their individual starting points – stage and not age is most important in securing foundational knowledge, especially where the knowledge is hierarchical, such as phonics and mathematics.	Begin transition planning meetings with all relevant stakeholders and SENDco. Involve parents and carers. Transition information shared with parents and carers well in advance- spring term. The information can be shared as newsletters, booklets with visual images, hosting meetings with all relevant stakeholders.	Continue transition planning meetings with all relevant stakeholders, other professionals from LA and SENDco. Bespoke transition events begin such as additional visits Continued input from specialists- such as SALT. Transition booklets with photos of staff in Year 1, routines, such as a visual timetable to share with children and parents. Additional visits to the Year 1 classrooms.	Review of transition plan with all relevant stakeholders. Further meetings arranged as per need of children.	

HILLINGDON
LONDON

Supporting Documents

- Effective practice and guidance to schools
- Transition Framework
- Sequence of events
- Audit tool
- One page profile
- Transition meeting planning template

HILLINGDON
LONDON

Feedback from pilot schools

The structure of the materials helped us map our existing practice clearly against Tier 1, 2 and 3 expectations. The timeline was particularly useful, as it mirrors the information-sharing processes we already have in place. It supported us in checking consistency across the year and ensured we were confident that our current model aligns well with the framework. The materials also prompted helpful reflection on where we may want to strengthen practice further.

The transition materials, particularly the transition stories, proved highly effective in creating continuity for the children. Children entering Year 1 actively recalled reading the stories in Reception, which provided them with a comforting sense of familiarity and security. This success was further supported by strategic structural changes, including enhanced learning environments.

HILLINGDON
LONDON

Feedback from pilot schools

The implementation of the framework has significantly enhanced transition consistency across the school by establishing a cohesive pedagogical approach between the Early Years and Year 1. Rather than experiencing an abrupt shift in teaching styles, children now encounter a familiar, structured learning model that bridges the two settings. The formalisation of continuous provision ensured that the environment felt familiar. As a direct result, children settled back into the school routine much faster than in previous cohorts, minimising transitional anxiety. As the provision layout mirrored their previous experiences, children immediately began accessing resources independently. They required far less adult direction to engage in meaningful learning activities. A tangible indicator of this consistent framework was the children's emotional state; morning drop-offs were notably smoother, with children arriving happier, more secure, and ready to learn.

HILLINGDON
LONDON

Next steps

- An extended pilot with hosting platform. Schools have a secure log in and upload / download transition information as required.
- Wider rollout of the framework to all schools to use to promote consistency around ‘Transition point’ and wider pedagogical thinking.
- Further support sessions for schools interested in the extended pilot.

HILLINGDON
LONDON

Dr Wayne Tennant
KS2-3 Transition
Subject Specific Reading

HILLINGDON
LONDON

AfA Programme 2026-27 Register of Interest Form

HILLINGDON
LONDON